

**STUDENTS' PERCEPTIONS TOWARD ONLINE TESTS VS. PAPER-
BASED TESTS AT THE ENGLISH LANGUAGE EDUCATION
PROGRAM**

RESEARCH REPORT

Submitted in Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan



Wenda Rahmadita

112013042

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS KRISTEN SATYA WACANA

SALATIGA

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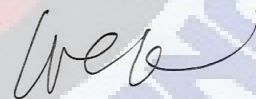
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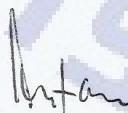
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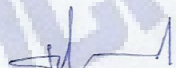
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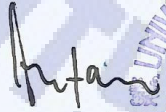
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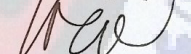
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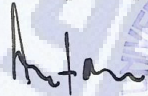
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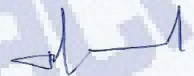
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STUDENTS' PERCEPTIONS TOWARD ONLINE TESTS VS. PAPER-BASED TESTS AT THE ENGLISH LANGUAGE EDUCATION PROGRAM

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ABSTRACT

This study addressed the students' perceptions toward online tests and paper-based tests issue experienced by students of English Language Education Program (ELEP) at the Faculty of Language and Arts (FLA) of Universitas Kristen Satya Wacana (UKSW). This study attempted to answer the research question: 'What are students' perceptions toward online tests and paper-based tests at ELEP of UKSW?'. The participants of this study were 50 students from batch 2013 of ELEP. They were asked to complete the questionnaire related to their perceptions toward both type of tests. Through qualitative-descriptive manner analysis, it was signified that the online tests efficiency was higher than paper-based tests, and paper-based tests had more aspects that were liked compared to online tests, consequently, online tests had more aspects that were disliked by the students, while students' test preference was paper-based tests compared to online tests. The students also mentioned other things related to the administration of the tests that had not been stated in the questionnaire. This study might help the teachers who have implemented both types of tests to decide the better way of assessing students' material mastery which was the most efficient and beneficial for both students and teachers.

Keyword: *Online tests, Paper-based tests, Preference*

INTRODUCTION

It is generally recognized that assessment is a way to determine the achievement of the objectives of the educational institutions. The goals of the assessment are to measure and evaluate students in class during a certain period of time. In the traditional formal classroom, according to Hatfield and Gorman (2000), as cited in Demicri (2006), "assessment has been conducted with paper and pencil using questioning techniques such as multiple choice, constructed response, fill-in-the-blank, and essay items". However, advancements of technology have led to new methods of students assessment. With the evolution of web-based technologies and the broad availability of computers, students' assessment can now include

computer-based forms (Demirci, 2006). In terms of many features serve in online tests, they are now more widely done rather than paper-based test by some schools and universities. Although automated assesement-gradually has already replaced traditional methods of assesment, but it is not clear yet to up to what extent these changes will be beneficial to the academicians.

A study indicated that “students like many features of online test such as: posibility of multiple attempts, receiving immediate feedback, working at their own pace, and having access to the correct answers after submitting their works” (Sagarra and Zapata, 2008). On the other hand, the researcher negatively evaluated the experience of doing online test. There are chances that a technical failure may happen when doing the test.

However, only few studies have been carried out on students’ perceptions of online test vs paper-based test in Indonesia, therefore I am interested in doing research at ELEP (English Language Education Program) in FLA (Faculty of Language and Art) of UKSW (Universitas Kristen Satya Wacana), Indonesia. The data were collected using open-closed-ended questionnaire. This study addressed the following research question ‘What are students’ perceptions toward online tests and paper-based tests at the English Language Education Program of Universitas Kristen Satya Wacana?’

Since “the purpose of the implementation of the online assessment is to improve the students’ learning, it is important to investigate the students’ perceptions toward online assesments before reaching the Confirmation stage” (Yushau and Khan, 2014, pp. 14). Confirmation stage is a stage where the users (students or teachers) has confirmed that traditional tests are able to be replaced with online tests which are the more effective way to assess and can be used continously in the future. The objectives of this report are to investigate students’ perceptions toward online tests and paper-based tests and also reveal

most preferred between online tests and paper-based tests, thus, could make a more comfortable condition and valid result of test. Hopefully, the findings of this study may be helpful for teachers who have implemented both types of tests to decide the better way of assessing students' material mastery which was most efficient and beneficial for both students and teachers.

LITERATURE REVIEW

There have been some previous studies that mainly focused on the comparability between Online Test and Paper-Based Test result. However, the impact of the technology to the students, as the test taker, is still less researched. Therefore, an issue of students' perceptions toward online tests and paper-based tests has been one of the important things to be more deeply explored.

Definition of Perception

According to Eggen and Kauchak (2001) "perception is the process by which people attach meaning to experiences". Wittrock (1986), as cited in Nugraeni (2013), argued that by knowing students' perceptions related to the learning process, it will be the reflection for both students and teacher. Moreover, there are some factors that influence someone's perception. Rao and Narayana (1998) stated three internal factors that are "needs and desires, personality, and experience". Beside, Nugraeni (2013) also added "individual characteristic behavior can be another factor of students' perceptions.

From the definition above, it could be concluded that students' perceptions are the way they mean something to reflect their experiences in their environment and use their behaviour as their reference. In other words, it means what students perceive or think related to what they experience that can be about their attitudes and beliefs.

Definiton of Test

Nugraeni (2013) stated “the assesment is used to measure the students’ understanding toward the materials that have been taught or as an instrument to evaluate the students’ learning progress”. Assessment is a tool for teachers to evaluate students’ progress in the learning process. What are evaluated by the tests are the students’ performance, skills, and understanding within the material taught. In some period of time, teacher is responsible to hold a test in order to know students’ ability in a certain lesson or course. In this context, recently, assessment as a mean of test has two well-known types. One of the types which has been developed by the educational administration is an online test and another one is a paper-based test.

Advantages and Disadvantages of Online Test

“Computer-Assisted Assessment (CAA) encompasses a range of activities, including the delivery, marking, and analysis of all or part of the students assessment process using stand alone or networked computers and associated technologies” (Ozden, et al. 2004). This implies that an online test is practical, less time and money consuming, accurate, and also fast. He also added, the most prominent features of the system were “immediate feedback, randomized question order, item analysis, and obtaining scores immediately after the exam”. Demicri (2006) explained further about the benefits of online tests. They included “obtaining students’ result faster, having the ability to place grades into electronic format, focusing on a students-centered environment, and costing less compared to paper-based exams”. Another benefit offered by the online tests is that the test can be done by a large amount of students at the same time and the same test conditions.

However, an online test sometimes causes anxiety to the students as they are not familiar to the web interface and system. As Al-Amri (2007) argued “some people who are not familiar with technology cannot keep pace with its rapid development and thus they

prefer not to take or deal with any form of technology nor apply it in their academic or social lives”. This might be relevant to students’ anxiety as the learners never be trained to use the web before. One of the solutions is that the students need to know and get used to the layout of the test with instructional practice.

In addition, an online test that is done individually at home can be regarded as ‘plagiarism and academic dishonesty’ (Rowe, 2004). It is possible for the user to do the test by working in group and/or opening some sources via internet to find the answers. Therefore, an online test is better done at the same time and place and be supervised by the teacher. It will decrease the possibility of cheating among test takers.

According to Jamil (2012), the most prominent disadvantage or limitation of online test was “the impossibility of computer-based exams implementation in universities due to lack of resources and electricity problems”. This technological problem might cause the system of examination unreliable. He also added the solution can be to take preliminary steps to control unexpected technological problems by the administration of the tests.

Moreover, Yushau and Khan (2014) added other limitations that online tests have are “students must have reliable access to networked computers without time-restrictions, some technical hitches, such as sluggish internet connection, network jam, or sudden disconnections may render the assessment”.

Advantages and Disadvantages of Paper-based Test

A paper-based test is the assessment that is done on the piece of paper using a pen or pencil, usually in the same place and time. Teachers also immediately supervise the run of the test and the feedback can only be done after all of the students submit the work sheet or even take longer after the submission. According to Burnaz (2011), “the most widely used type of questions in traditional tests are multiple choice, true-false, matching, fill-in-the-blank, short

answers and essay”. The tools and techniques of a traditional test are considered as effective tools in educational settings which consider memorization by repetition important. Regarding to the academic dishonesty, a paper-based test is lower than a Computer-based test.

However, Huerta and Macias (1995) points out that students might sometimes get anxious with the tests and it distracts their focus. Since the atmosphere of the test is sometimes strained and the condition of every student who is doing the test is different (sick, sad, sleepless, etc), it causes a paper-based test low in validity.

Candrlie, et al. (2014) stated, “set of questions used in paper-based tests for observed courses had been created over a longer period of time”. It is because in paper-based tests, the students are required to write down the answer by themselves. Apparently, it takes longer time than the way students do the online tests (clicking the answers).

Moreover, Burnaz (2011) added that there is no feedback provided to the learner in this type of assesment. Usually, the students just do the test in class and get the score after being corrected by the teacher and it will usually take long time.

Relevant Studies

There have been some relevant studies about students’ perceptions toward online test and paper-based test. The two of them were Ozden, et al (2004) and Fageeh (2015). Ozden, et al. (2004) studied the students perceptions of online assesment in general and categorized fields of online assessment systems. Their goals were to investigate students’ perception of the use of CAA, to investigate the potential for using students’ feedback in the validation assesment, and to determine the student’s perceptions of online assessment. The participants were third-year students enrolled in the course by the Department of Computer Science at Kocaeli University, Turkey. They completed a questionnaire and the researchers interviewed with a randomized question order. The result of the study showed that an online assessment

system has high effectiveness for the students. The result also suggested that computer and assessment tool familiarity (unfamiliar content and low attaining examinees), the warm atmosphere of the test, close cooperation and technical units, are key factors that should be paid attention to successfully create an efficient online test.

The second study by Fageeh (2015) was about EFL students and faculty's perceptions of and attitudes towards the use of online assesment and practice in a Saudi University. It specially aimed to determine self efficacy, usefulness, enjoyment, behavioural intentions, and satisfaction of the online assesment system. The participants were a sample of 400 students of different age categories and educational levels, and also 25 teachers of the English department. The data instruments were collected using questionnaire. The results implied that creating web-based assesment technology awareness, motivation, and changing faculty and learners' behaviours and attitude is required for the e-testing adoption, implementation, and diffusion for the future.

There are some similarities between both studies. It was that they both concerned on the familiarity of the system. Unfamiliar interface and procedures will cause the students confused. Moreover, both of the them also use quantitative data collection which is questionnaire.

Therefore, this study researched the limitation from both previous studies, which was actually the basic for teacher to investigate students'perceptions and preference between online tests and paper-based tests.

THE STUDY

This study addressed students' experiences in doing online tests in some courses at the English Language Education Program (ELEP), Faculty of Language and Arts (FLA) of Universitas Kristen Satya Wacana. The data were collected using questionnaire as

the researcher examined a research question: ‘What are students’ perceptions toward online tests and paper-based tests at the English Language Education Program in Universitas Kristen Satya Wacana?’

Context of the Study

This research was done at the Faculty of Language and Arts of Universitas Kristen Satya Wacana, Salatiga, Central Java, Indonesia. The faculty has 3 majors which are English Language Educational Program (ELEP), English Language Literature Program (ELLP), and Arts Program. In ELEP, there are some courses that require students to do the test before passing the course. Such as Basic Grammar (Paper-based test), Sociolinguistics (Paper-based test), Language Assessment (Online Test), Introduction to research (Online test), Research Method (Online Test), and many more.

There are two kinds of tests that come along with the courses which are Online test and Paper-based test. The type of the test is decided by the lecturers who teach the course.

For the online test, the students are given a range of time from 07.00 AM-11.59 PM to do the test. However, the time provided is only 30 hours after the link of the test is opened. There are around 30 questions in the form of true-false, multiple choices, and/or choosing some true statements. Nevertheless, every student has different questions that have been randomized by the system, so they cannot cheat their friend’s work. After doing the test, the students click ‘SUBMIT AND FINISH’ and then they can immediately see their grade and correct answers as the feedback.

While a paper-based test requires lecturer to provide work and questions sheet. It is done in the classroom at the same time and place, and all of the students must attend the test. The lecturer will supervise the test from the start until the time is up. Additionally, the students who do the infraction such as cheating or making noise can be considered as failed

in the test and get 0 “zero” from the lecturer. After the time is up, all students must have submitted their work and questions sheet to the lecturer and then allowed to leave the classroom. Unfortunately, there is no immediate feedback after the test. After all of the works have been collected, the lecturer will do the correction and grade the test manually. The result will usually be distributed to the students in the following week.

Participants

The participants were fifty students of ELEP that consisted of 37 females and 13 males. The amount of fifty students represented a total of 100 students from Batch 2013 chosen because they were considered enough to get data. They all had done online tests and paper-based tests in some courses and considered to be able to give valid data based on their experience. The sampling method used was purposive sampling because they should have a certain criteria that they must have experienced both types of the tests more than once. Another sampling method was convenience as the participants were selected based on the willingness and their accessibility to complete the questionnaire.

Data Collection Instruments

Questionnaire was the only instrument that was used by the researcher. This was chosen because it was practical and could collect a large number of data in a short period of time and relatively cost effective way, distributing it could also limit affect to the validity and reliability. The data that were collected could be easily analyzed with elaborated details and accurately ensured.

The study used mixed-type questionnaire that was adapted from Saad Al-Amri (2007), ‘Computer-based vs Paper-based Testing: Does the test administration mode matter?’. It consisted of 23 close-ended and 1 open-ended one in order to elicit information on students’ perceptions toward online tests and paper-based tests. The closed-ended

questionnaire consisted of 23 questions with 3 columns to choose among 'Paper-based test', 'Online Test', and 'No Difference', while the open-ended part could be freely answered on the space provided. The first two parts of the questionnaire elicited the purpose of the study and basic demographic information, including gender, student number, and their age. For the basic information of their availability to take the online test, the researcher gives 2 questions that should be answered 'yes' or 'no'. The questionnaires were then distributed to the 50 participants.

Data Collection Procedures

The researcher was actually in the same class with the participants. At the end of the class the researcher asked for their approval to help completing the questionnaire. The questionnaire was distributed to the participants. They were asked to give honest answers, as the researcher guaranteed their anonymity. The participants completed the questionnaires and submitted at the same time. It was not only done to one class, but also to other classes that were attended by Batch 2013 so that the researcher could get more than 50 questionnaires and sorted 50 completed questionnaire that could be considered as the valid data.

The researcher also piloted the questionnaire to 10 participants. They were chosen because they represented 20% of the total participants. After making some revisions, the questionnaire was distributed to all 50 participants excluding the pilot participants.

The closed-ended questions were tabulated by counting the number of the responses, while the open-ended one was selected, reduced the unnecessary data, and then classified them into certain group. All of the data were then recapped and analyzed in qualitative-descriptive manner.

Data Analysis Procedures

After getting all the data needed, the researcher carefully read and started to input the data to Microsoft Excel. The researcher also coded and categorized the data based on some important keywords. The data was divided into several different subheadings and sub-subheadings. Next, the data was displayed in figures and description so that the readers would understand the findings better.

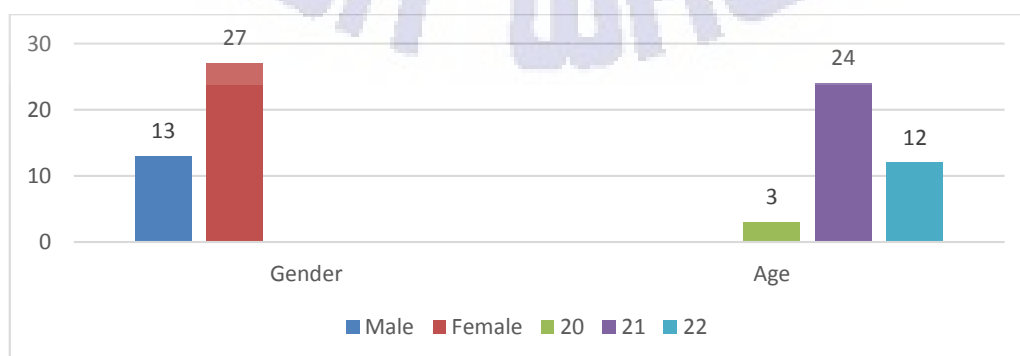
FINDINGS AND DISCUSSION

After obtaining the data, the researcher managed to combine the codes or keywords in the data to two subheadings. They were the description of the participants or demographic information and overall perceptions toward Online Tests and Paper-based Tests. Under the first subheading, there were two sub-subheadings explaining the profile of the participants containing gender and age, availability of the media, and access of internet connection. The second subheading covered the beliefs in the efficiency, most liked and disliked, and students' test preference, and also other things related to the administration of the tests. Below were the details of the findings and discussion.

Demographic Information

Participants of the Study

Figure 1: Demographic Information of the Participants



In Figure 1, the participants of this study were 13 male and 27 female students. For the age of the participants, 3 participants were 20, 24 participants were 21, and the rest 13 were 22. The average age of the participants was 21 years old.

Participants' Availability

Figure 2: Participants' Availability of Media and Internet Connection



Figure 2 showed the availability of media that participants provided such as PC, laptop, or gadget was 50, or in percentage was 100%. It meant all of the participants had media to do online tests. On the other hand, participants' availability to access to internet connection were 39 available and 11 of them were unavailable. It revealed that online tests might cause some students difficult to do the online tests. This figure also showed potential problems of Online Tests. These were also supported by CALL (Computer-assisted Language Learning) developer, Maftoon, Hamidi, Sarem (2012) by stating "...teachers and students should have the tool (PC/gadget) and have good internet connection".

Perceptions of the Students Toward Online Tests and Paper-based Tests

The questionnaire consisted of 23 close-ended questions and 1 open-ended question. The questions number 1, 4, 6, 7, and 12 of the closed-ended questionnaire were grouped into a subheading: 'participants' beliefs in the efficiency of the test' which represented the tests practicality, speed, feedback availability, instant score availability, and accuracy of online tests and paper-based tests. Moreover, the questions number 2, 3, 5, 8, 9, 10, and 11 were also classified into another subheading: 'the aspects of the test that participants like the

most'which incuded the participants'interest, tests familiarity, participants' skills performance, participants' confidence and comfort, and their focus. Other 10 questions, number 13, 14, 15, 16, 17, 18, 19, 20, 21, and 22 were categorized into 'the aspects of the test that participants dislike the most, such as time consumption, money consumption, cheating chance, technical problems, panicky, fatigue, anxiety, answers changing, environment distraction, and strained atmosphere. The last question of the questionnaire, numer 23, would reveal the participants most preferredchoice between online tests and paper-based tests. Additionally, the open-ended questions tried to reveal other problems related to the administration of the test.

Participants' Beliefs inthe Efficiency of the Test

Figure 3: Beliefs in the Efficiency

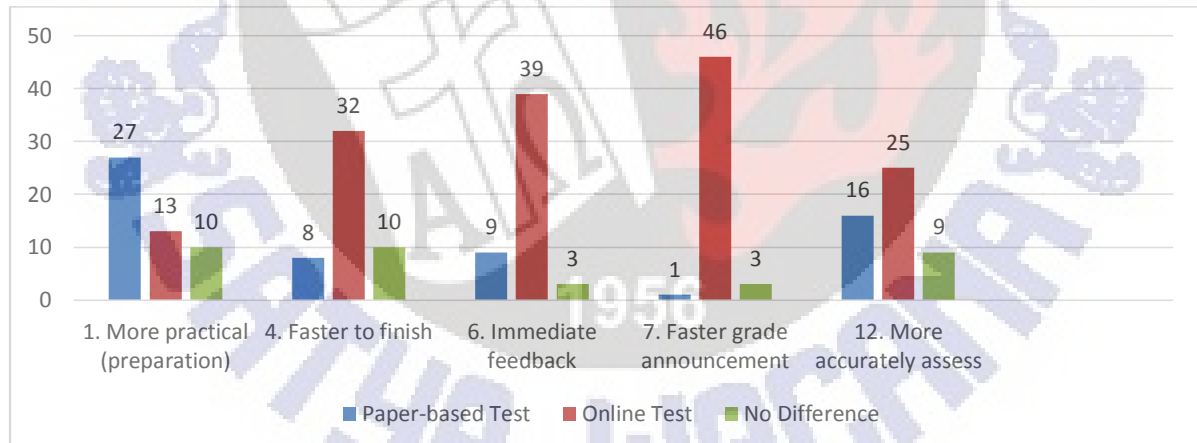


Figure 3 above showed the result of the questionnaire containing participants' beliefs in the efficiency of the tests. Sixty two percent (62%)out of total participants believed that online tests' efficiency was higher than paper-based tests. Below were the details of the most earned responses of the test efficiency both online tests and paper-based tests in order to contrast both results.

Which test announces the score faster?

There were 46 participants who chose online tests as the tests which announce the score faster. One of the participant chose paper-based tests, while 3 remaining participants out of 50 decided to choose 'no difference'. Hence, online tests were more likely to be efficient in a way of announcing the score of the tests' results faster.

This was in accordance to Demicri (2006) who explained further about "the benefits of online tests which included obtaining students' result faster, having the ability to place grades into electronic format...". This was also in line with Fageeh (2015) statement, "Web-based assessment and practice provided students with automated scores that help students to have more control over their work and their effort". This was regarded as a beneficial feature for both students and teacher since the score showed students' performances. Therefore, by knowing the score faster, they could reflect their learning process sooner.

Which test is more practical in terms of the preparation?

There were 13 participants who considered that online test was more practical, yet 27 of the participants chose paper-based test, and other 10 participants assumed that both tests were practical. In short, the students believed that in terms of the preparation paper-based tests were higher in their practicality.

This was the same as Jamil (2012) statement, "online systems of examination overburden students to prepare the exams". To take an online test, the participants had to bring their laptop/PC/ or gadget and also connected to the internet, while to take paper-based tests, the participants did not have to prepare anything but writing tools (pen, pencil, and eraser). Therefore, some participants chose paper-based because anyone could attend the test without preparing any big tools and connecting to the internet.

This discussion might conclude that online tests were believed as the type of test with high efficiency. The highest response toward the online tests efficiency was reached because

they could announce the score faster rather than paper-based tests. Other features of online tests that revealed their efficiency were faster to finish as the time provided by online test was shorter rather than paper-based test, immediate feedback after the test done, and more accurately assess the results of the tests. As previously Burnaz (2011) stated, “there is no feedback provided to the learner in paper-based tests”. Fageeh (2015) also had previously said, “web-based assessment with features of immediate feedback, clear instruction, and instant scoring give students better guidance to direct their learning”. However, in a sense of the test preparation, as the reasons had been explained before, most of the participants tended to choose paper-based tests instead.

The Aspects of the Test that Participants Like the Most

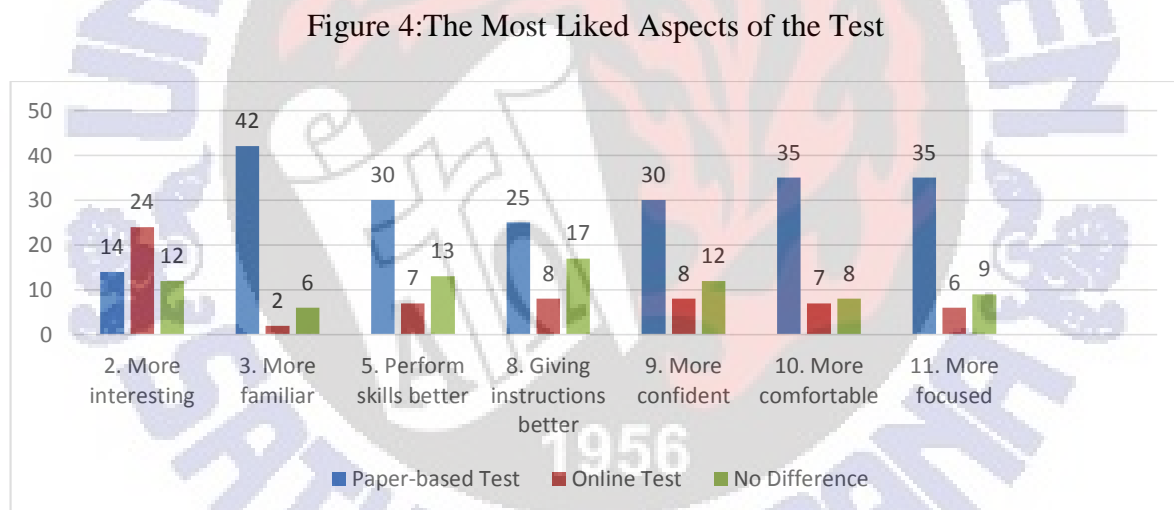


Figure 4 above showed the result of the questionnaire containing the aspects of the tests that students like the most. This category statistically showed that 60% of all the participants thought that paper-based tests features were more liked rather than online tests. The deeper explanation should meet certain criteria which was the highest percentage of both paper-based tests and online tests. This aimed to contrast the aspects that students like the most between online tests and paper-based tests. Below were two contrast questions from participants' responses.

Which test is more familiar with you?

There were 42 participants who considered paper-based tests were more familiar, while 2 participants chose online tests, and 6 participants considered there was no difference between both tests. Accordingly, most students found paper-based tests were more familiar than online tests.

In this case, the students were lack of training and interacting with the web going to assess. This was strengthened by Demicri (2006) who assumed “this was important to provide computer and internet training to users to become familiar with e-testing technology and enhance users’ skill and attitude toward technology”. Moreover, paper-based tests were more frequently and firstly implemented by the teachers/lecturers. As online tests were such new way of assessment, some students might find themselves were unfamiliar use them.

Which test is more interesting to take?

There were 14 participants who considered paper-based tests more interesting to take, while 24 participants assumed that online tests were more interesting than paper-based tests, and 12 participants felt both types of test were the same. It indicated that participants felt more interested in taking online tests.

This was in line with Fageeh (2015) assumption that “students could be interested and more persistent to use online testing drill and practice for preparing for important tests”. This result implied that although the students more often took paper-based tests rather than online tests, the features served by online tests were more likely to increase the enthusiasm of the test taker to do the assessment. Those beneficial features were stated by Ozden, et al. (2004): “immediate feedback, randomized question order, item analysis, and obtaining scores immediately after the exam”.

This revealed that the strength of paper-based tests that the most favored were because they had high familiarity with the test taker, as they were habituated to take paper-based tests as the assessment method instead of online tests. This was similar to what Al Amri (2007) stated previously, “some people who are not familiar with technology cannot keep pace with its rapid development and thus they prefer not to take or deal with any form of technology nor apply it in their academic or social lives”. Other features of paper-based tests liked were; better in enabling the test taker to perform the skills which were assessed, better in giving instructions of the test, making more confident and more comfortable in doing the test, and causing the students more focused in taking the test. However, as the features provided by the online tests, most participants stated that online tests more interesting than paper-based tests.

The Aspects of the Test that Participants Dislike the Most

Figure 5: The Most Disliked Aspects of the Test

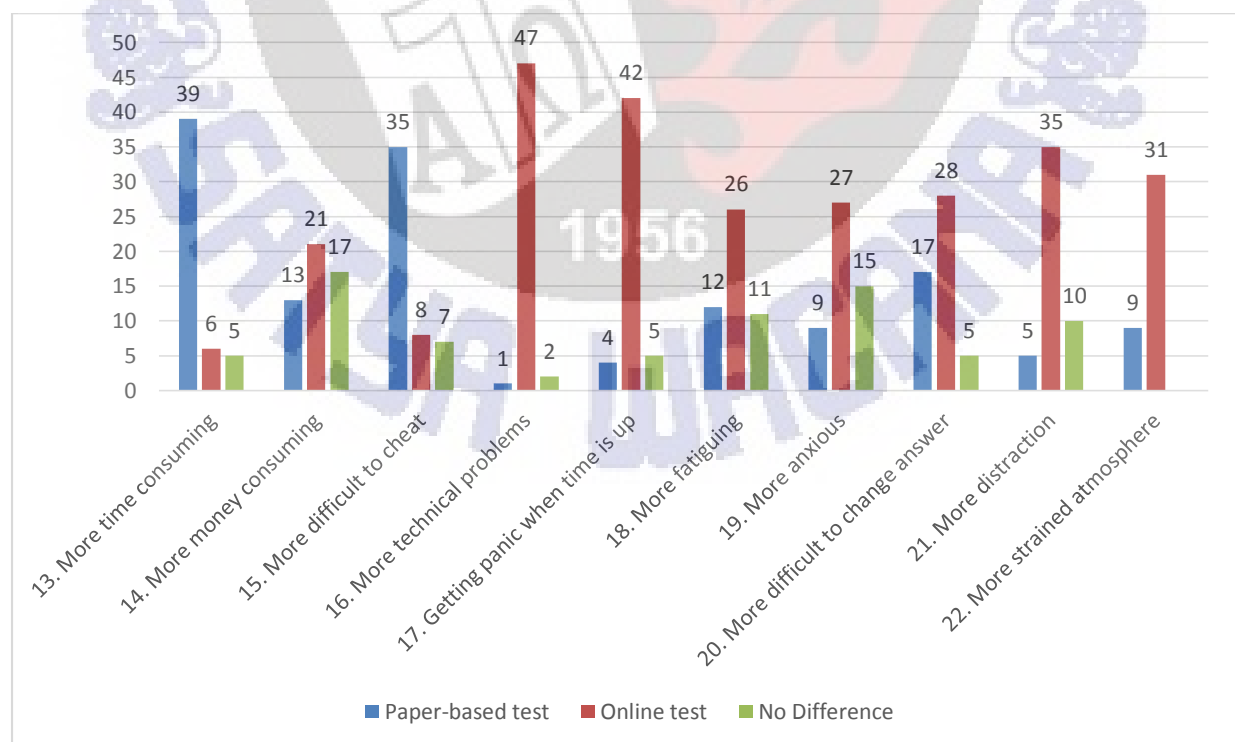


Figure 5 above revealed the aspects that students dislike the most toward online tests and paper-based tests. It was calculated that 53% out of total participants who stated some features of the online tests were not so beneficial for them. Therefore, the majority of the students assumed that online tests features were more disliked. The further explanation should meet certain criteria which was the highest percentage of both online tests and paper-based tests. This aimed to contrast the most disliked aspects of the online tests and paper-based tests. Below were two contrast questions from participants' responses.

Which test has more technical problems?

There were 47 participants who assumed that online tests had more technical problems rather than paper-based tests, and 1 participant who agreed that paper-based tests had more technical problems, and also 2 participants who found there was no difference of both types. In conclusion, online tests were regarded as the test which had more technical problems.

The findings above were similar to the recent study about Computer Assisted Assessment (CAA), Jamil (2012) described "the most prominent disadvantage or limitation of online test was the impossibility of computer-based exams implementation in universities due to lack of resources and electricity problems". He also suggested the administrator of the tests to prepare and take steps to control the technical error. As online tests needed the participants to collaborate with laptop/gadget/PC, technical failure might happen more than paper-based tests which did not require any tools to hold a test.

Which test is more time consuming?

There were 39 participants who chose paper-based tests as the test which were more time consuming, 6 of the participants believed that online tests were more time consuming,

and 5 remaining participants decided to choose no difference indeed. Consequently, paper-based tests were more time consuming regarding to the duration of the test.

These findings were in line with the previous question that stated online test is faster to finish (Question 4). It has also been previously stated by Candrlie, et al. (2014), “set of questions used in paper-based tests for observed courses had been created over a longer period of time”. It was because the test mode and the way answering the test were different. In paper-based tests the questions form could be essay, short answer, or multiple choice that asked the test takers to cross, circle, or write down the answers, while online test only required the students to click the answer on the screen.

This concluded that the thing that was disliked the most about online tests was the technical problems that happened during the tests. This might disturb or even distract students’ work that could cause failure of the test. Other aspects that students dislike toward online tests that most likely to be avoided were more money consuming, panic attack when time was up, more fatiguing to see the computer screen along the tests, more anxious in facing the questions since it was timed, more difficult to change the answer as they had to click certain symbol to change the answer, more distraction was caused by the environment of the test which was not as conducive as in class like paper-based tests, and more strained atmosphere of the tests. Besides, paper-based test was more time consuming, but it is more difficult for the students to cheat. It had been stated by Rowe (2004), “an online test that is done individually at home can be regarded as ‘plagiarism and academic dishonesty’”. It is possible to do the test by working in group and/or opening some sources via internet to find the answers. Therefore, an online test is better done at the same time and place and be supervised by the teacher.

Participants' Test Preference

Figure 6: Participants' Preference

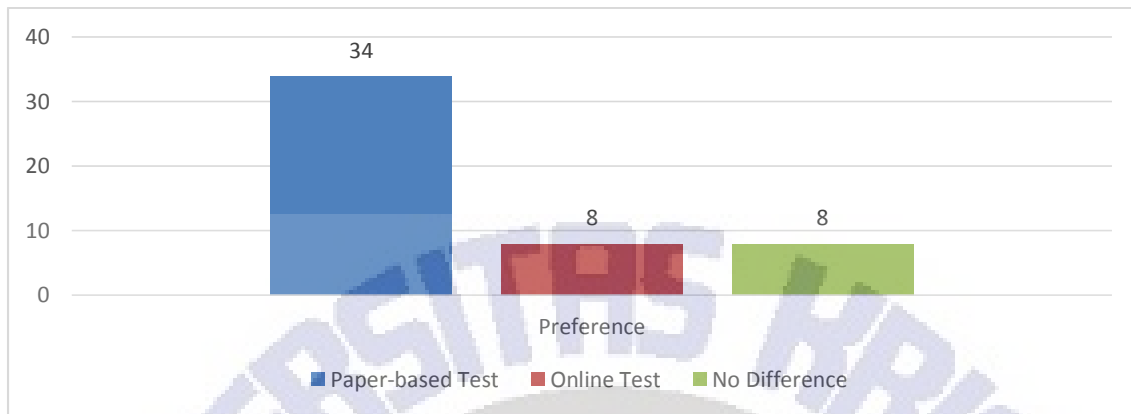
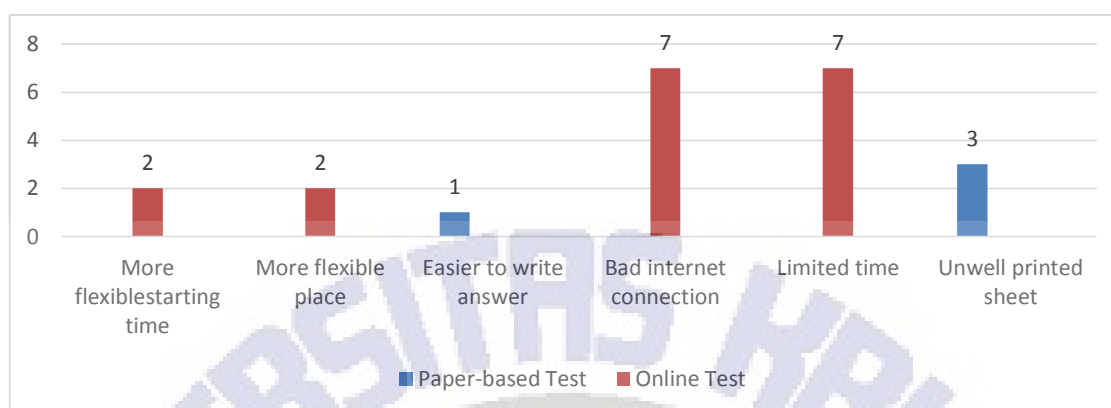


Figure 6 was actually the conclusion of the previous figures which revealed the most preferred type of test between online tests and paper-based tests. There were 34 students, or 68% of the participants who preferred to take paper-based tests. While 8 (16%) participants chose online tests. And 8 (16%) of them had no idea about the preference and considered both of tests was the same. Although the participants found that online tests were more efficient in a sense of the features served, somehow, they found paper-based tests aspects more liked compared to online tests'. Regarding to the participants, most disliked aspects came from online tests features which were considered to have more obstacles. In short, paper-based tests were the most preferred type of test. This finding was in line with Al-Amri (2007) previous study that most people preferred to take paper-based tests rather than online tests.

Other things related to the administration of the test

Figure 7: Other Things Related to the Test



The open-ended questions found out other potentials problems related to the administration of the tests that hadn't existed previously in close-ended questions. Some participants wrote down 6 common problems. They were 2 participants who argued that online test had more flexible time and place, as the test takers could start the test anytime and anywhere they were ready. This finding proved Jamil's (2014) statement, "successful assessment; that educators demanded more effective, flexible, interactive, customized and just in-time online assessment system". However, the time provided for the test was exact since the portal of the test was opened. There was also a participant who stated that paper-based test was easier to write the answer. This was in contrast with Candrlie, et al. (2014) who assumed "the questions types contained in those tests were different: in paper-based tests questions were more mostly of essay type while in online question bank true/false and multiple choice questions prevail". Therefore, the tests takers would find it harder to do the paper-based tests as they had to write down the short or long answers in the form of hand writing, while online test only required them to click on the screen. Besides, other 7 participants mentioned bad internet connection damaged the administration of online tests. This finding was supported by Yushau and Khan (2014) by arguing that slow internet access

was the biggest problem of online tests. They also added “other limitations that online tests had were students must have reliable access to networked computers without time-restrictions, some technical hitces, such as sluggish internet connection, network jam, or sudden disconnections may render the assessment”. Moreover, 7 participants wrote down that the limitation time of the online tests gave impact during the test. They thought the time provided by the system was less. This lack of time caused the students to do the tests in a hurry and got panic when the time was almost up (Question 17). Unwell printed sheet of paper-based tests also mattered for 3 participants. The copied paper sometimes were not well printed. This problem might distract students’ focus since they found it unclear and then tried to ask to the lecturer or even guess by themselves.

CONCLUSION

This study was aimed to answer the question: ‘What are students’ perceptions toward online tests and paper-based tests at the English Language Education Program of Universitas Kristen Satya Wacana?’. The perceptions were explained by dividing them into three parts. First, students’ beliefs in the efficiency of the test. The participants chose online tests as the more efficient way of assessment rather than paper-based tests. The aspect of online tests which got highest response was the practicality of online tests. Other aspects of online tests which considered to be efficient were the speed, the feedback availability, the grade announcement enquickness, and the accuracy of the assessment. This was in line with the finding of Ozden, et al. (2004) study, which showed that an online assessment system has high efficiency for both students and teachers.

Second was the aspects of the test that students like the most. Paper-based tests had more aspects that students liked more compared to online tests’. Specifically, the familiarity of the paper-based tests was the aspect that students like the most. Besides, other aspects of

the paper-based tests that students also like were the availability to perform skills better, the improvement of students' confidence, the clearer instructions, the more comfortable test condition, and the higher focus. This was also in accordance to Al-amri (2007) research that found the students choosing the paper-based tests because of the features served that did not burden them while taking the tests.

Third, regarding to the aspects of the test that students dislike the most, online tests were considered as the test with more disliked features. Especially, the technical problems had by online tests which considered as the most disliked aspect. Some other features of online tests that were also disliked by the students were more money consuming, causing more panic when time is up, more fatiguing, more anxious, more difficult to change the answer, having more distraction, and more strained atmosphere.

The last part was to emphasize the result of Figure 4 and Figure 5, to ask students to choose one type of test they preferred to take. That resulted paper-based tests to be dominantly preferred by the students. As many as 68% out of total participants chose paper-based tests as the best type of test. Additionally, they also mentioned other things related to the both administration that had not been asked by the researcher, such as online tests; more flexible starting time and place, more problems caused by bad internet connection, limited time provided, and paper-based tests; the ease to write the answers, and unwell printed materials.

It was suggested for further research to investigate the different types mode (multiple choice, essay, true-false) in online tests and paper-based tests, or/and the effect of students' perceptions with the students performance in taking online tests and paper-based tests, and also to employ data collection procedure by using SPSS in order to give a clearer and more valid information of the result.

The result of this study was expected to give benefits for the lecturers who implemented online tests as the assessment tools to see students' preference of the test types to reflect again the best way of assessing students. Moreover, the lecturers could choose a type of test that was more comfortable and valid for the students. By revealing the best method to assess students, the students may perform their skills maximally.



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Questionnaire

My name is Wenda Rahmadita. I am conducting a research for my thesis about English Language Education Program students' perceptions toward Online tests vs Paper-based tests. I would be very grateful if you would kindly answer this questionnaire honestly. This will not affect your grade and there is no right or wrong answer. Thank you for your cooperation. ☺

Gender : Male / Female (please circle accordingly)
Student number :
Age :

1. I have my own computer/laptop.
 - a. Yes
 - b. No
2. I always have access to the internet connection.
 - a. Yes
 - b. No

*OT : Online Test

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11.	Which can make you more focused in completing the test?			
12.	Which test can assess more accurately?			
13.	Which test is more time consuming?			
14.	Which test is more money consuming (for the test taker)?			
15.	Which test makes you more difficult to cheat?			
16.	Which test has more technical problems?			
17.	Which test causes panic when the time is up?			
18.	When you read long questions, which test is more fatiguing (<i>melelahkan</i>)?			
19.	Which test causes more anxiety?			
20.	When you want to change the answer, which test is more difficult?			
21.	When you take the test, which test is more likely to have distraction (<i>gangguan</i>)?			
22.	Which test causes more strained (<i>tegang</i>) atmosphere?			
23.	Which test do you prefer?			

Answer the following question in the space provided! You may answer either in Indonesian, English, or mixed.

1. Do you have something else to say related to the administration (pelaksanaan) of OT and PBT?

a. Online test

.....

.....

.....

b. Paper-based test

.....

.....

.....

Consent form

Could I contact you related to your responses of the questionnaire?

Yes / No

If you say yes, please complete following information:

Name : _____

Phone number : _____

Email : _____